

**California Department of Education
Migrant Education Program Regional Application**

2008-09 DISTRICT SERVICE AGREEMENT

DISTRICT NAME: _____

NAME OF LOCAL EDUCATIONAL AGENCY (LEA): _____

General Information

Upon completion of this application, submit the original and two copies to your Regional Program Office.

Questions regarding the development and submission of this application should be directed to the designated Regional Office.

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Signatures Page

Instructions: This page must include the signatures of the district superintendent or designee, regional director, Parent Advisory Council (PAC) president or executive board officer or designated vice president or other executive officer. In absence of officers, a majority of PAC members (50 percent + 1) members shall vote a designated signatory member. In such cases, documentation of the vote must be provided along with the application. Applications without all of the required signatures will not be approved.

| | | | |
|---|--------------------------------------|---|----------------|
| Regional Number: | Local Education Agency (LEA): | Project Duration: From: July 1, 2008- June 30, 2009 | |
| Contact Person: | Title: | Telephone: | |
| Address: | City: | Zip: | County: |
| <input type="checkbox"/> Original Application | | Regular School Year: \$ _____ Summer/Intersession: \$ _____ Indirect Cost: \$ _____ Total Budget: \$ _____ | |

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed to the best of my knowledge, the information contained in this application is correct and complete; and that the 2008-09 assurances are accepted as the basic conditions in the operation of this project/program for local participation and assistance.

Superintendent (LEA) or Designee: _____ **Date:** _____
Name: _____ **Signature:** _____

Migrant Education Regional Director or Designee: _____ **Date:** _____
Name: _____ **Signature:** _____

Migrant Education District Parent Advisory Council (RPAC): The undersigned representative certifies that the parent advisory council has had active involvement in the planning, development and review of this application. (*Education Code 54444.4 (4) NCLB Section 1304(c)(A)*).

Signature of District Advisory Council President or designee.

Signature: _____ **Title:** _____ **Date:** _____

2008-09 District Services Agreement

District:

SECTION I. DISTRICT PROGRAM DESCRIPTION

Instructions: Provide a two page narrative description of the district's overall instructional and support program for all students. In your description, include the following: a summary of the districts local measures of student performance other than state-level assessments; a summary of the district's reading and language arts and mathematics curriculum; how the district addresses the linguistic and academic needs of English learners and migrant students; specific strategies, programs and services designed to address the unique academic needs of migrant students through district and other non-migrant categorical funds; the district's professional development plan and/or activities designed to improve teaching for EL and migrant students; a summary of support services provided for all students and any unique services to address health and social well-being for migrant and other disadvantaged students; a description of the district's parent education and parent involvement component and any other relevant information that provides a complete snapshot of the district. Some, if not all, the information can be found in the local education agency plan.

2008-09 District Services Agreement

District:

SECTION II. DISTRICT DEMOGRAPHIC PROFILE

Instructions: This data is to be pre-printed by WestEd for the 2006-2007 reporting period.

| Schools | SW | MSW | PI | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | UG | OSY | Totals | |
|---------------------------|----|-----|----|----|---|---|---|---|---|---|---|---|---|---|----|----|----|----|-----|--------|--|
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| Grade Level Totals | | | | | | | | | | | | | | | | | | | | | |

- SW:** Schoolwide – Check (X) if school is Schoolwide program
- MSW:** Migrant School Wide – Check (X) if school is a school wide program that combines migrant education funds
- PI:** Program Improvement – If Program Improvement school, indicate PI year
- PK:** Pre-kindergarten - Any child that has not entered kindergarten and is at least 3 years old
- K:** Kindergarten
- OSY:** Out-of-School Youth
- UG:** Ungraded - Special Education, Continuation School, Adult Education

2008-09 District Services Agreement

District:

SECTION IV. DISTRICT ACADEMIC STATE ASSESSMENT DATA SUMMARY

Instructions: Insert data summaries prepared by WestEd and downloadable through the Migrant Student Information Network.

2008-09 District Services Agreement

District:

SECTION V. DATA ANALYSIS SUMMARY: PART 1

Student Data Analysis

Instructions: Based on a summary of the reported results and analysis of state assessments (CST's, CELDT and CAHSEE) and other available academic, preschool, health and socio-economic data, describe your district student population and address the following specific questions for each target group or need area:

- 1) What are the numbers of students tested v. students enrolled? If large discrepancies, why?
- 2) What are the major student achievement trends for priority for services and all students, including high school graduation?
- 3) What are the achievement gaps when compared with non-migrants students?
- 4) How do district needs and priorities compare with statewide priorities? Use as many pages as necessary to provide a comprehensive analysis.

Pre-kindergarten: (Any child that has not entered kindergarten and is at least 3 years old):

| POPULATION # | ASSESSED #/% | AT STANDARD #/% | RECEIVING PREK SERVICES #/% |
|--------------|--------------|-----------------|-----------------------------|
| | | | |

Presently there is total population of ___ preschool students in the _____ School District. Of these ___ (___ %) have been assessed as reflected in the Migrant Preschool Audit. ___ (___ %) are at standard in relation to having acquired kindergarten readiness skills. ___ (___ %) of these students have or are currently receiving academic services intended to prepare them for kindergarten. **Add your observation, recommendations or programmatic suggestions here:**

K-3 READING AUDIT

| | # of MEP Students | # of MEP ELs | % of MEP ELs | #of MEP ELs at EA/A level on CELDT | %of MEP ELs at EA/A level on CELDT | # of MEP ELs meeting AMAO 1 | % of MEP ELs meeting AMAO 1 | # of MEP ELs Re-designated | % of MEP ELs Re-designated | # of MEP students at levels P/A in CST LA | % of MEP students at levels P/A in CST LA | # of MEP students at levels P/A in CST Math |
|---------------|-------------------|--------------|--------------|------------------------------------|------------------------------------|-----------------------------|-----------------------------|----------------------------|----------------------------|---|---|---|
| TOTALS | | | | | | | | | | | | |

| | % of MEP students at levels P/A in CST Math | # of MEP students in Special Education | % of MEP students in Special Education | # of MEP students Assessed in Reading | # of MEP students at standard in Reading | % of MEP students at standard in Reading |
|---------------|---|--|--|---------------------------------------|--|--|
| TOTALS | | | | | | |

Presently there is a total population of ____ K-3 grade students in the _____ School District. Of these a total of ____ (____%) were identified as EL students. ____ (____%) EL students attained a level EA/A on their CELDT exam. ____ (____%) EL students met their AMAO 1 goal. ____ (____%) EL students were re-designated this year. Of the ____ third graders who took the CST exams ____ (____%) attained P/A levels in the Language Arts portion of the exam and ____ (____%) attained P/A levels in the mathematics portion of the exam. (____%) students are included in special education programs. **Add your observation, recommendations or programmatic suggestions here:**

MIDDLE LEVEL AUDIT

| | # of MEP Students | # of MEP ELs | % of MEP ELs | #of MEP ELs at EA/A level on CELDT | %of MEP ELs at EA/A level on CELDT | # of MEP ELs meeting AMAO 1 | % of MEP ELs meeting AMAO 1 | # of MEP ELs meeting AMAO 2 | # of MEP ELs meeting AMAO 2 | # of MEP ELs Re-designated | % of MEP ELs Re-designated | # of MEP ELs in US Schools > 6 years |
|---------------|-------------------|--------------|--------------|------------------------------------|------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|----------------------------|----------------------------|--------------------------------------|
| TOTALS | | | | | | | | | | | | |

| | % of MEP ELs in US Schools > 6 years | # of MEP students at levels P/A in CST LA | % of MEP students at levels P/A in CST LA | # of MEP students at levels P/A in CST Math | % of MEP students at levels P/A in CST Math | # of MEP students in Special Education | # of MEP students in Special Education |
|---------------|--------------------------------------|---|---|---|---|--|--|
| TOTALS | | | | | | | |

Presently there is a total population of ___ 4-8 grade students in the _____ School District. Of these ___ were included in the Middle Level Audit and a total of ___ (___%) were identified as EL students. ___ (___%) EL students attained a level EA/A on their CELDT exam. ___(___%) EL students met their AMAO 1 goal and ___(___%) EL students met their AMAO 2 goal. ___ (___%) EL students were re-designated this year. ___ (___%) EL students have attended U.S school for 6 year or more. Of the ___ 4-8 graders who took the CST exams ___ (___%) attained P/A levels in the Language Arts portion of the exam and ___ (___%) attained P/A levels in the mathematics portion of the exam. ___ (___%) students are included in special education programs. **Add your observation, recommendations or programmatic suggestions here:**

SECONDARY 9-12 AUDIT

| | # of MEP Students | # of MEP ELs | # on course to graduate | % on course to graduate | 5 + credit deficiencies | # that have not passed English 9 | # that have not passed Algebra 1 | # of MEP students at levels P/A in CST LA | # of MEP students at levels P/A in CST Math | # of students that have not passed CAHSEE LA | # of students that have not passed CAHSEE MATH | # of MEP students in Special Education |
|---------------|-------------------|--------------|-------------------------|-------------------------|-------------------------|----------------------------------|----------------------------------|---|---|--|--|--|
| TOTALS | | | | | | | | | | | | |

| High School Graduates (from previous school year) | A. Total # of MEP 12 th grade Students enrolled throughout the year | B. Total # of MEP 12 th grade Students enrolled at the end of the year | C. Total # of MEP graduates | D. % of MEP graduates C/AX100) |
|---|--|---|-----------------------------|--------------------------------|
| TOTALS | | | | |

Presently there is a total population of ___ 9-12 grade students in the _____ School District. Of these ___ were included in the Secondary Audit and a total of ___ (___%) were identified as EL students. ___ (___%) students are on course to graduate. ___ of them demonstrated deficiencies of 5 credits or more in their transcripts. ___ have not successfully completed an English 9 class and ___ have not successfully completed an Algebra 9 class. Of the ___ 9-12 graders who took the CST exams ___ (___%) attained P/A levels in the Language Arts portion of the exam and ___ (___%) attained P/A levels in the mathematics portion of the exam. Of the ___ 11-12 grade students audited ___ has not yet passed the LA CAHSEE exam and ___ has not yet passed the Math CAHSEE exam. ___ (___%) students are included in special education programs. **Add your observation, recommendations or programmatic suggestions here:**

OUT OF SCHOOL YOUTH PROFILE

| | # of MEP OYSs | # of 19-21 Year Old OSYs | # assessed | % assessed | Has received counseling | Has received a backpack | Has attended an OSY conference | Has received health services | Has participated in academic or vocational program |
|---------------|---------------|--------------------------|------------|------------|-------------------------|-------------------------|--------------------------------|------------------------------|--|
| TOTALS | | | | | | | | | |

Presently there is a total population of ___ OSY students in the _____ School District. Of these ___ are between the ages of 19 and 21. ___ (___%) have been assessed, ___ have received counseling, ___ have received a backpack, ___ have attended an OSY Conference, and ___ have received services. A total of ___ are currently involved in academic or vocational training programs. **Add your observation, recommendations or programmatic suggestions here:**

Health and Other Needs:

___% of MEP students in the _____ school district was found to be covered by privately or publicly funded health insurance. A height and weight screening revealed that up to that ___% of them have a higher than allowed body mass index and will be at risk of facing problems associated with obesity, diabetes, hypertension, and heart disease. About ___% of MEP students in this district were found to have vision abnormalities. One third of these students needed MEP/community funding to correct their vision abnormalities. A dental screening of students in this district uncovered that about ___% were found to have level III and IV dental maladies. One third of them necessitated MEP funding to ameliorate these maladies.

The final A2 (Summer/Intersession) count for the _____ District for the summer 2007 program was _____. The number of migrant students served in a summer program over the past five years has experienced a decrease/increase. The A2 (Summer/Intersession) count has dropped from ___ students served in the summer 2006 program to ___ students in the summer 2007 program.

Out of a total student population of _____ in the Santa Clara School District, the number of Hispanic students enrolled stands at _____. There are _____ English Learners in the district of which _____ have a home language of Spanish. The number of students qualifying for free/reduced lunches stands at _____. _____% of the district student population is Hispanic. _____% of the district student population is comprised of English Language Learners whose home language is Spanish. The percentage of students in the district qualifying for free/reduced lunches is _____. _____% of the district population is comprised of migrant-qualified students.

According to the 2002 Census of Agriculture, the number of farms in Santa Clara County was 1,026. This represented a DECREASE from the 1997 census of 1,242 farms. The total acres of land in farms in 2002 was 320,851. This represented an INCREASE from the 1997 census of 326,522 acres. The market value of production in Santa Clara County in 2002 was \$ 208 million. This represented an INCREASE of \$13 million over the 1997 total of \$195. million.

2008-09 District Services Agreement

District:

DATA ANALYSIS SUMMARY: PART 2

Data Management

Instructions: Describe the processes, tools and activities utilized by the District to manage student and other data to plan and develop programs, make decisions regarding resources and to monitor and evaluate student outcomes and program effectiveness.

Region I, in cooperation with participating MEP districts, conducts yearly data collections to gauge the performance of identified MEP students in state exams; CSTs, CAHSEE, CELDT, etc. These data collections are conducted starting in October and finalized by the month of March in order to include the findings in the districts DSA. Findings are used during the DSA process to establish staffing and budget capacity to provide for salient needs identified. Similarly, Regional Specialists, in cooperation with district staff, carry out health related (height and weight, vision, dental, etc.) screenings that gauge the health needs of the district's MEP population and its accessibility to private or public health insurance as well as OSY screenings, Preschool academic auditing and surveying of parent needs.

Add any additional district-specific data collection processes that take place in your district and which you used to establish data-driven objectives in this document:

Priority for Services and District Alignment with Performance Targets

Instructions: Identify how the district will target priority for services students. Identify other students and/or priorities to be targeted and why. If your district is only addressing one or two of the performance targets, explain why and how those performance targets will be addressed through the core program and other categorical funds. Use as many pages as necessary

Presently out of a total population of ___ K-12 students ___ students are recorded as having experienced an interrupted school year. Of these ___ have not yet attained a level EA/A in their CELDT testing. ___ have not yet attained a level of P/A on the LA portion of the CST Exam and ___ have not yet attained level of P/A in the Math portion of the CST Exam. These students will be afforded every available priority and preference in any and all supplementary English Language Development programs, LA and Math intervention programs, credit accrual programs and CAHSEE preparation courses to help them meet state academic standards. The district community liaison will link and advocate for PFS students to be allowed to participate in district non-MEP funded interventions. Other MEP students will be provided these interventions once all PFS students have been first served. **Add your observation, recommendations or programmatic suggestions here:**

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SECTION VI. STATE ACADEMIC PERFORMANCE TARGETS

Instructions: This page will be completed based on the California Department of Education (CDE) Adequate Yearly Progress Performance Targets (AYPs). Beginning in 2008, targets will increase yearly until 2014. The 2007 Growth Academic Performance Index (API), 2007 AYP, and the 2007-08 Program Improvement reports are posted on the Accountability Progress Reporting system web site at <http://www.cde.ca.gov/apr/>.

| Subject Area | Target |
|------------------------------------|--|
| School Readiness | All migrant preschool-age children will enter Kindergarten prepared for success academically, socially and physically. |
| English Language Arts | For elementary and middle school schools: 46% Proficient – Annual Measurable Objectives (AMOs) in English-Language Arts for elementary and middle schools and elementary school districts. Growth in the Annual Performance Index of at least one point OR a minimum Annual Performance Index score. |
| | For high schools: 44.5% Proficient – AMOs English Language-Arts for high schools and high school districts. |
| Mathematics | For elementary and middle school schools: 43.5% Proficient – AMOs for elementary and middle school and elementary school districts. |
| | For high schools: 43.5% Proficient – AMOs in mathematics for high schools and high school districts. |
| High School Graduation | Minimum graduation rate of 83.1 or improvement of at least 0.1 from the previous year’s rate or improvement in the rate of at least 0.2 in the average two-year rate. |
| Transition to the Workplace | 50 % of out of school youth will be identified and enrolled in an academic program. |

2008-09 District Services Agreement

District:

SECTION VII. INSTRUCTIONAL AND SUPPORT ACTIVITIES: Part 1 Regular Year Program

Instructions: Check the Area of Focus and complete a separate page for each one if applicable. Complete the information requested for each column. The major interventions and activities should be aligned to support one or more of the states performance targets and the data analysis described in the previous section.

School Readiness English Language Arts Mathematics High School Transition to the Workplace

Measurable Objective(s) that Support(s) the state academic Performance Target.
By June 2009, 100% of the district's preschool population entering Kindergarten will be noted as being at "standard" on a Brigrance/DRPT/Regional PreK Audit test battery as reflected on the Regional Preschool Audit.

| Program Component | Major Interventions/Activities | Staffing | Target Population to Be Served | | | Timeline | Approx. Cost |
|--------------------------------------|--|----------|--------------------------------|----------------|--------------------|----------|--------------|
| | | | PFS | Other Students | Other Participants | | |
| Instruction | -MEES site/home-based program -MEP funded site/home-based program -Short term academies -Home Reading Programs/Packet Program -Other: _____ | | | | | | |
| Professional Development | -PreK Forums -MEES Conference -Smart Start Conference -Other: _____ | | | | | | |
| Parent Involvement | -Prek Parent Conference -ECOPP -Latino Family Literacy Project -Other: _____ | | | | | | |
| Health & Support Services | -Health Forums -Dental Screenings -Vision screenings -Height/weight Screenings -Prek program linkage/advocacy to HEAD START/CDC programs -Other: _____ | | | | | | |

2008-09 District Services Agreement

District:

SECTION VII. INSTRUCTIONAL AND SUPPORT ACTIVITIES: Part 1

Summer/Intersession Year Program

Instructions: Check the Area of Focus and complete a separate page for each one if applicable. Complete the information requested for each column. The major interventions and activities should be aligned to support one or more of the states performance targets and the data analysis described in the previous section.

School Readiness English Language Arts Mathematics High School Transition to the Workplace

Measurable Objective(s) that Support(s) the state academic Performance Target.
By June 2009, 100% of the district’s preschool population entering Kindergarten will be noted as being at “standard” on a Brigrance/DRPT/Regional PreK Audit test battery as reflected on the Regional Preschool Audit.

| Program Component | Major Interventions/Activities | Staffing | Target Population to Be Served | | | Timeline | Approx. Cost |
|--------------------------------------|---|----------|--------------------------------|----------------|--------------------|----------|--------------|
| | | | PFS | Other Students | Other Participants | | |
| Instruction | -MEP funded site/bridging program -Home-based summer program -Summer Home Reading Programs/Package Program -Other: _____ | | | | | | |
| Professional Development | -PreK Forums -MEES Conference -Smart Start Conference -Other: _____ | | | | | | |
| Parent Involvement | -Prek Parent Conference -ECOPP -Latino Family Literacy Project -Other: _____ | | | | | | |
| Health & Support Services | -Health Forums -Dental Screenings -Vision screenings -Height/weight Screenings -Prek program linkage/advocacy to HEAD START/CDC programs -Other: _____ | | | | | | |

2008-09 District Services Agreement

District:

SECTION VII. INSTRUCTIONAL AND SUPPORT ACTIVITIES: Part 1 Regular Year Program

Instructions: Check the Area of Focus and complete a separate page for each one if applicable. Complete the information requested for each column. The major interventions and activities should be aligned to support one or more of the states performance targets and the data analysis described in the previous section.

School Readiness English Language Arts Mathematics High School Transition to the Workplace

Measurable Objective(s) that Support(s) the state academic Performance Target.
By June 2009, 45% of the district's MEP 2-11 grade students will score at levels of "Proficient" or "Advanced" on their CST ELA exams.

| Program Component | Major Interventions/Activities | Staffing | Target Population to Be Served | | | Timeline | Approx. Cost |
|--------------------------------------|---|----------|--------------------------------|----------------|--------------------|----------|--------------|
| | | | PFS | Other Students | Other Participants | | |
| Instruction | -ESD ELD tutoring -ELD Home Based tutoring -ELD Focused Saturday Schools -Home English Reading Programs/ELD Packet Program -Re-designation focused writing workshops -Other: _____ | | | | | | |
| Professional Development | -Academic Success Institute -State Leadership Conference -Other: _____ | | | | | | |
| Parent Involvement | -ECOPP -Latino Family Literacy Project -Other: _____ | | | | | | |
| Health & Support Services | -Health Forums -Dental Screenings -Vision screenings -Height/weight Screenings -Program linkage/advocacy to district funded ELD intervention programs -Other: _____ | | | | | | |

2008-09 District Services Agreement

District:

SECTION VII. INSTRUCTIONAL AND SUPPORT ACTIVITIES: Part 1

Summer/Intersession Year Program

Instructions: Check the Area of Focus and complete a separate page for each one if applicable. Complete the information requested for each column. The major interventions and activities should be aligned to support one or more of the states performance targets and the data analysis described in the previous section.

School Readiness English Language Arts Mathematics High School Transition to the Workplace

Measurable Objective(s) that Support(s) the state academic Performance Target.
By June 2009, 45% of the district's MEP 2-11 grade students will score at levels of "Proficient" or "Advanced" on their CST ELA exams.

| Program Component | Major Interventions/Activities | Staffing | Target Population to Be Served | | | Timeline | Approx. Cost |
|--------------------------------------|---|----------|--------------------------------|----------------|--------------------|----------|--------------|
| | | | PFS | Other Students | Other Participants | | |
| Instruction | -Summer School ELD program -Summer Home Based ELD tutoring -ELD Summer HS Bridging Program -Summer Home English Reading Programs/ Summer ELD Packet Program -Re-designation focused writing workshops -Other: _____ | | | | | | |
| Professional Development | -Academic Success Institute -State Leadership Conference -PASS Summit -Other: _____ | | | | | | |
| Parent Involvement | -ECOPP -Latino Family Literacy Project -Other: _____ | | | | | | |
| Health & Support Services | -Health Forums -Dental Screenings -Vision screenings -Height/weight Screenings -Program linkage/advocacy to district funded ELD intervention programs -Other: _____ | | | | | | |

2008-09 District Services Agreement

District:

SECTION VII. INSTRUCTIONAL AND SUPPORT ACTIVITIES: Part 1 Regular Year Program

Instructions: Check the Area of Focus and complete a separate page for each one if applicable. Complete the information requested for each column. The major interventions and activities should be aligned to support one or more of the states performance targets and the data analysis described in the previous section.

School Readiness English Language Arts Mathematics High School Transition to the Workplace

Measurable Objective(s) that Support(s) the state academic Performance Target.
By June 2009, 29% of the district's MEP 2-11 grade students will score at levels of "Proficient" or "Advanced" on their CST Math exams.

| Program Component | Major Interventions/Activities | Staffing | Target Population to Be Served | | | Timeline | Approx. Cost |
|--------------------------------------|---|----------|--------------------------------|----------------|--------------------|----------|--------------|
| | | | PFS | Other Students | Other Participants | | |
| Instruction | -ESD Math tutoring -ESD Home Based Math tutoring -Math Focused Saturday Schools -Home Math Programs/Math Packet Program -Other: _____ | | | | | | |
| Professional Development | -Academic Success Institute -State Leadership Conference -Other: _____ | | | | | | |
| Parent Involvement | -ECOPP -Latino Family Literacy Project -Other: _____ | | | | | | |
| Health & Support Services | -Health Forums -Dental Screenings -Vision screenings -Height/weight Screenings -Program linkage/advocacy to district funded Math intervention programs -Other: _____ | | | | | | |

2008-09 District Services Agreement

District:

SECTION VII. INSTRUCTIONAL AND SUPPORT ACTIVITIES: Part 1

Summer/Intersession Year Program

Instructions: Check the Area of Focus and complete a separate page for each one if applicable. Complete the information requested for each column. The major interventions and activities should be aligned to support one or more of the states performance targets and the data analysis described in the previous section.

School Readiness English Language Arts Mathematics High School Transition to the Workplace

Measurable Objective(s) that Support(s) the state academic Performance Target.
By June 2009, 45% of the district's MEP 2-11 grade students will score at levels of "Proficient" or "Advanced" on their CST Math exams.

| Program Component | Major Interventions/Activities | Staffing | Target Population to Be Served | | | Timeline | Approx. Cost |
|--------------------------------------|---|----------|--------------------------------|----------------|--------------------|----------|--------------|
| | | | PFS | Other Students | Other Participants | | |
| Instruction | -Summer School Math program -Summer Home Based Math tutoring -Math Summer HS Bridging Program -Summer Home Math Programs/ Summer Math Packet Program -Other: _____ | | | | | | |
| Professional Development | -Academic Success Institute -State Leadership Conference -PASS Summit -Other: _____ | | | | | | |
| Parent Involvement | -ECOPP -Latino Family Literacy Project -Other: _____ | | | | | | |
| Health & Support Services | -Health Forums -Dental Screenings -Vision screenings -Height/weight Screenings -Program linkage/advocacy to district funded Math intervention programs -Other: _____ | | | | | | |

2008-09 District Services Agreement

District:

SECTION VII. INSTRUCTIONAL AND SUPPORT ACTIVITIES: Part 1 Regular Year Program

Instructions: Check the Area of Focus and complete a separate page for each one if applicable. Complete the information requested for each column. The major interventions and activities should be aligned to support one or more of the states performance targets and the data analysis described in the previous section.

School Readiness English Language Arts Mathematics High School Transition to the Workplace

Measurable Objective(s) that Support(s) the state academic Performance Target.
By June 2009, 75% of the district's MEP 9-12 grade students will be "on course to graduate" as evidenced by successful passing of the CHSEE exam and grade level appropriate credit accrual.

| Program Component | Major Interventions/Activities | Staffing | Target Population to Be Served | | | Timeline | Approx. Cost |
|--------------------------------------|---|----------|--------------------------------|----------------|--------------------|----------|--------------|
| | | | PFS | Other Students | Other Participants | | |
| Instruction | -PASS program -MEP Academic Counseling -College/University preparation conference -College visitation/bridging program -Leadership/Residential college programs -Other: _____ | | | | | | |
| Professional Development | -PASS Conference -Academic Success Institute -State Leadership Conference -Other: _____ | | | | | | |
| Parent Involvement | -CASHEE/FAFSA/A-G Requirements Parent Workshop -ECOPP -Latino Family Literacy Project -Other: _____ | | | | | | |
| Health & Support Services | -Health Forums -Dental Screenings -Vision screenings -Height/weight Screenings -Program linkage/advocacy to district funded H.S intervention/Credit Accrual programs -Other: _____ | | | | | | |

2008-09 District Services Agreement

District:

SECTION VII. INSTRUCTIONAL AND SUPPORT ACTIVITIES: Part 1

Summer/Intersession Year Program

Instructions: Check the Area of Focus and complete a separate page for each one if applicable. Complete the information requested for each column. The major interventions and activities should be aligned to support one or more of the states performance targets and the data analysis described in the previous section.

School Readiness English Language Arts Mathematics High School Transition to the Workplace

Measurable Objective(s) that Support(s) the state academic Performance Target.

By June 2009, 75% of the district's MEP 9-12 grade students will be "on course to graduate" as evidenced by successful passing of the CHSEE exam and grade level appropriate credit accrual.

| Program Component | Major Interventions/Activities | Staffing | Target Population to Be Served | | | Timeline | Approx. Cost |
|--------------------------------------|---|----------|--------------------------------|----------------|--------------------|----------|--------------|
| | | | PFS | Other Students | Other Participants | | |
| Instruction | -Summer PASS program -Summer MEP Academic Counseling -Summer College/University preparation conference -Summer College visitation/bridging program -Summer Leadership/Residential college programs -Other: _____ | | | | | | |
| Professional Development | -PASS Conference -Academic Success Institute -State Leadership Conference -Other: _____ | | | | | | |
| Parent Involvement | -CASHEE/FAFSA/A-G Requirements Parent Workshop -ECOPP -Latino Family Literacy Project -Other: _____ | | | | | | |
| Health & Support Services | -Health Forums -Dental Screenings -Vision screenings -Height/weight Screenings -Program linkage/advocacy to district funded H.S intervention/Credit Accrual programs -Other: _____ | | | | | | |

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District:

SECTION VII. INSTRUCTIONAL AND SUPPORT ACTIVITIES: Part 1 Regular Year Program

Instructions: Check the Area of Focus and complete a separate page for each one if applicable. Complete the information requested for each column. The major interventions and activities should be aligned to support one or more of the states performance targets and the data analysis described in the previous section.

School Readiness English Language Arts Mathematics High School Transition to the Workplace

| Measurable Objective(s) that Support(s) the state academic Performance Target. By June 2009, 35% of the district's OSY students will be registered in an academic program such as GED/Community College/Adult Ed. as reported on the Regional OSY Profile database. | | | | | | | |
|---|--|----------|--------------------------------|----------------|--------------------|----------|--------------|
| Program Component | Major Interventions/Activities | Staffing | Target Population to Be Served | | | Timeline | Approx. Cost |
| | | | PFS | Other Students | Other Participants | | |
| Instruction | -OSY profiling and counseling -OSY district workshop -OSY County Conference -OSY recruitment/service delivery campaign -Other: _____ | | | | | | |
| Professional Development | -OSY Forum -OSY Conference -Other: _____ | | | | | | |
| Parent Involvement | -ECOPP -Other: _____ | | | | | | |
| Health & Support Services | -Health Forums -Dental Screenings -Vision screenings -Height/weight Screenings -Backpack distribution -Program linkage/advocacy to state/district funded dropout prevention programs, Adult Ed., Community Colleges, GED programs, etc -Other: _____ | | | | | | |

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SECTION VII. INSTRUCTIONAL AND SUPPORT ACTIVITIES: Part 1

Summer/Intersession Year Program

Instructions: Check the Area of Focus and complete a separate page for each one if applicable. Complete the information requested for each column. The major interventions and activities should be aligned to support one or more of the states performance targets and the data analysis described in the previous section.

School Readiness English Language Arts Mathematics High School Transition to the Workplace

Measurable Objective(s) that Support(s) the state academic Performance Target.
By June 2009, 35% of the district's OSY students will be registered in an academic program such as GED/Community College/Adult Ed. as reported on the Regional OSY Profile database.

| Program Component | Major Interventions/Activities | Staffing | Target Population to Be Served | | | Timeline | Approx. Cost |
|--------------------------------------|--|----------|--------------------------------|----------------|--------------------|----------|--------------|
| | | | PFS | Other Students | Other Participants | | |
| Instruction | -Summer OSY profiling and counseling -Summer OSY district workshop -Summer OSY County Conference -Summer OSY recruitment/service delivery campaign -Other: _____ | | | | | | |
| Professional Development | -OSY Forum -OSY State Conference -Other: _____ | | | | | | |
| Parent Involvement | -ECOPP -Other: _____ | | | | | | |
| Health & Support Services | -Health Forums -Dental Screenings -Vision screenings -Height/weight Screenings -Backpack distribution -Program linkage/advocacy to state/district funded dropout prevention programs, Adult Ed., Community Colleges, GED programs, etc -Other: _____ | | | | | | |

2008-09 District Services Agreement

District:

SECTION VIII. FUNDING AND GOVERNANCE

Instructions: Identify the procedural, monitoring and/or technical assistance activities conducted by the District to ensure compliance with program and fiscal requirements, including but not limited to the use of supplemental funds, sub-grant funding formula to districts, budget amendments and revisions, procurement procedures, allowable expenditures, redistribution of funds, and the timely expenditure and reporting of funds.

| Procedures/Activities | Person(s) Responsible | Timeline |
|---|---|--|
| <p><u>Establishing DSA Budget Capacity:</u></p> <p>1. Regional Director informs MEP District Administrator and District Fiscal Officer of their MEP allocation. MEP District administrator, PAC board and/or Regional Program Manager meet to set staffing and funding needs to be depicted on the DSA. The DSA is accorded using all available stakeholder input and it is submitted for Regional approval.</p> <p>2. The DSA is presented at a district meeting.</p> <p>3. Once Regional approval is secured a “Current District Budget” is inputted into the Regional MESN system by the MEP Accountant and it is made available for district to claim reimbursement.</p> | <p>Deborah Abello, Regional Dir. Anita Maharaj, MEP Accountant _____, Region Program Manager _____, District MEP Admin. _____, District Fiscal Officer _____, PAC Official</p> | <p>March 2008-June 2008</p> |
| <p><u>Conducting Revisions and Amendments:</u></p> <p>1. Three times a year the MEP District will have the opportunity to revise its budget for the purpose of modifying services or line item allocations to better serve MEP students.</p> <p>2. All fiscal revisions will be presented to the PAC leadership for parent involvement in an advisory manner and to the Regional Program Manager for review before submission for Regional approval.</p> <p>3. Once PAC/Program Manager input is secured District MEP Admin./Fiscal Officer/PAC President format and approve Revision/Amendment on the MESN system and it is forwarded for Regional approval.</p> <p>4. Once Regional approval is secured the “Current District Budget” is revised/amended in the Regional MESN system by the MEP Accountant and it is made available for district to claim reimbursement.</p> | <p>Deborah Abello, Regional Dir. Anita Maharaj, MEP Accountant _____, Region Program Manager _____, District MEP Admin. _____, District Fiscal Officer Parent, PAC Official</p> | <p>October 2008 February 2008 May 2008</p> |

Fiscal Review:

1. At least once a year a Fiscal Review will be conducted by the SCCOE Controller, MEP Accountant, and the Regional Program Manager of the District's current budget documentation practices.

Deborah Abello, SCCOE
Dir
Nimrat Sohal, SCCOE
Controller
Anita Maharaj, MEP
Accountant
_____, Regional Program
Manager
_____, District MEP Admin.
_____, District Fiscal
Officer
Parent, PAC Official

Scheduled throughout the year. Each district receives at least one review annually.

2008-09 District Services Agreement

District:

SECTION IX. COORDINATION AND COLLABORATION: PART I

Instructions: Describe how the district collaborates and coordinates with educational and other agencies to maximize and not replicate or supplant available services to migrant children and families. In compliance with Education Code (EC) Section 54444.4, NCLB Title I, Part C, and Section 1304(b)(1)(C)(5)(c)B(3)(A)(B), the region/LEA must take into account the availability of other funds that a local operating agency may leverage to provide services to migrant children. The LEA may examine the funding levels of programs that the local operating agency conducts and that are available to migrant children, or evaluate the availability of other Federal, State, or local funds by collecting data on per-pupil expenditures. Alternatively, a LEA may consider this factor by collecting data on the programs and/or services that are available and offered to migrant children in a local operating agency.

The District MEP Coordinator, **Joe Migrated**, met on **March, 22 2008**, with **Cathy Categorical, Dir. of Categorical programs** and discussed available categorical funds (Title I, III, Refugee grant, McKinley/Bento grant, etc) for the 2008-09 school year. The delivery models for each grant were outlined and plotted to gain a perspective of schools of focus for each grant, personnel hired by each grant, direct services to students and their families afforded by each granted program and in particular how qualifying MEP and their families could become eligible for and receive the identified services. The MEP Coordinator and the Categorical Director further discussed the available MEP funds and established possible objectives and how best to dovetail MEP activities and personnel alongside the above identified granted programs. An MOU detailing a clear purpose and expectations for co-funded personnel were ascertained and delimitations for usage of MEP funds and personnel were established. The discussion included extending services first to PFS populations and including preschool and Out of School Youth.

Include similar notes for meetings with any other community service providers or stakeholders:

Example: Patty Preschool Provider - Central County Head Start Office –MOU to hold spots for MEP students

Instructions: Describe how the district will comply with statutory requirements for parental involvement including but not limited to: 1) establishing migrant education program goals, objectives, and priorities; 2) reviewing annual needs assessments and program activities; 3) advising on the selection, development, and reassignment of migrant education program staff; and 4) being actively involved in the planning and negotiating of program applications and service agreements.

The District MEP Coordinator, **Joe Migrated**, met on **March 30, 2008**, with **Mama Migrante, PAC President** and discussed ideas regarding the use of the MEP budget allocation for the 2008-09 school year. DSA data pages were reviewed and existing personnel capacities, as well as future personnel additions, were discussed in order to better provide for identified needs. The MEP Coordinator explained to the parent(s) that their contribution was entirely on an advisory manner. The parent's (s') suggestion were noted and when feasible incorporated into the DSA plan for the 2008-09 school year. The completed DSA was reviewed and signed by the PAC President/PAC Board (and other parents) on **April 5, 2008**. The completed DSA was presented by the District MEP Coordinator, **Joe Migrated** to a PAC meeting on **April 8, 2008**.

2008-09 District Service Agreement

District:

SECTION X. PARENT ADVISORY COUNCIL: MEMBERSHIP ROSTER

Instructions: Please list the date of last general election for membership in District Migrant Parent Advisory Council. At least two thirds (2/3) of the members of the Parent Advisory Council shall be parents of migrant children. *Education Code 54444.2(a)(1)*. Updated copy of roster must be submitted to the CDE after all subsequent election.

Date of last general election: _____

Membership Categories: **MP** = Migrant Parent **S** = Student **CM** = Community Member **SPAC** = State PAC representative
 T = Teacher **A** = Administrator **OSP** = Other School Personnel

| Typed or Printed Name of All Council Members | Membership Category (See categories above, check one) | | | | | | | Indicate whether this person is an officer by entering the name of the office held. |
|---|--|------|---|----|---|---|-----|--|
| | *MP | SPAC | S | CM | T | A | OSP | |
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| Totals | | | | | | | | |

*Parents of migrant children/youth with a current Certificate of Eligibility.

District Services Agreement: 2008-09

District:

Section XI. Identification and Recruitment

Instructions: If the district conducts I&R activities, include at least one measurable objective for each of the program components shown below that supports the district's effort to meet this performance target. Four examples are provided.

Example 1 – Community-Based Recruitment: *By July 31, 2009, the district will schedule at least three days a week of recruitment activities in each community within the district's service area.*

Example 2 – School Based Recruitment: *By July 31, 2009, all schools within the district will be contacted at least once a week in order to identify and recruit migrant students.*

Example 3 – Annual Verification: *By July 31, 2009, all migrant families will be contacted to learn if they are still in the area, have made another qualifying move, or are in need of program services.*

Example 4 – Training for New and Ongoing I&R Personnel: *By July 31, 2009, all staff involved in the I&R process will have at least 46 hours of pre/in-service training by the district/region.*

Performance Target #1

All eligible migrant students will be identified and recruited by trained I&R personnel.

Measurable Objective #1a

Community-Based

By August 31, 2009, Regional and District recruiters will schedule at least one day per semester (3 days total) of recruitment activities in their community as evidenced by schedules and field logs.

| Program Component | Activity | Staffing | Timeline | Evidence of Completion/ Documentation |
|-------------------|----------|----------|----------|--|
| Recruitment | | | | |
| Training | | | | |
| Other | | | | |

Measurable Objective #1b**School-Based**

By August 31, 2009, District recruiters will contact each school in the school district at least monthly in order to identify and recruit migrant students as evidenced by the New Enrollees Lists.

| Program Component | Activity | Staffing | Timeline | Evidence of Completion/ Documentation |
|-------------------|----------|----------|----------|--|
| Recruitment | | | | |
| Training | | | | |
| Other | | | | |

Measurable Objective #1c**Annual Verification**

By August 31, 2009, By August 31, 2009, all migrant families enrolled in Region 1 during the 2007-2008 year will be contacted either in person or by phone to learn if they are still in the area, have made qualifying move, or are in need of program services as evidenced by completion of the QAD Report.

| Program Component | Activity | Staffing | Timeline | Evidence of Completion/ Documentation |
|-------------------|----------|----------|----------|--|
| Recruitment | | | | |
| Training | | | | |
| Other | | | | |

Measurable Objective #1d**Training**

By August 31, 2009, all staff involved with the I&R process will have at least 36 hours of ongoing professional development; all new I&R staff will have at least 40 hours of training and other staff will have training on an as needed basis as evidenced by communications, agendas, field reports and evaluations.

| Program Component | Activity | Staffing | Timeline | Evidence of Completion/ Documentation |
|-------------------|----------|----------|----------|--|
| Recruitment | | | | |
| Training | | | | |
| Other | | | | |

Performance Target #2

All students who are enrolled in the Migrant Education Program will be qualified migrant students.

Measurable Objective #2a:

By August 31, 2009, the district will reduce the # of COE's returned by the regional office for quality control issues to at least 5% of COE's processed as evidenced by monthly regional quality control report.

| Program Component | Activity | Staffing | Timeline | Evidence of Completion/ Documentation |
|-------------------|----------|----------|----------|--|
| Recruitment | | | | |
| Training | | | | |
| Other | | | | |

2008-09 District Service Agreement

District:

SECTION XII. DISTRICT BUDGET

Instructions: Complete the attached ME – 100 Budget Form.

SECTION XIII. ASSURANCES

Instructions: The Superintendent or Designee shall read, sign and attach the assurances to the district service agreement.